

President's Message

Gwen Coe

Dear OMEP Members:

This is a very active and productive time of year for OMEP-USNC. Many members have engaged in professionally rewarding experiences. Five OMEP-USNC members attended and presented at the World Assembly in Havana, Cuba-Lillian Katz, Leah Adams, Lenore Wineberg, Gwen Coe, and Sharon Donovan. Judy Estes' report on the Birth to Three Services and Resources in the United States was presented to the World Council of Presidents in Havana. Lillian Katz graciously contributed several of her articles to World OMEP for publication and dissemination. Dr. Katz's articles were translated into Spanish and made available to Latin American educators.

Many members have inquired about how they might become more engaged in OMEP activities. Here are a few suggestions:

1. You can facilitate the Online Interest Forum-Children's Global Issues at the NAEYC website. For more information and to join the Interest Forum go to naeyc.org and click on Interest Forum. You must have an NAEYC membership number to login.
2. You can submit a proposal for the Poster Session at NAEYC-see request for proposals in this newsletter on page 12.

3. You can attend the International Film Festival at NAEYC.
4. You can attend the Members meeting and International Coffee Hour at NAEYC.
5. You can attend the OMEP breakfast at ACEI in San Antonio-April, 2006.
6. You can attend the World Assembly in Tromsø, Norway in August, 2006.

Continued on page 2

Message from the Editor

Remember the book Everything I Ever Really Needed to Know I Learned in Kindergarten, which drew comparisons between necessary life lessons and kindergarten situations? This issue introduces a new feature echoing that philosophy...
Everything I Ever Needed to Know I Learned From a Global Early Childhood Experience.

Please send in your stories so that we may share with each other the insights we have gained through our travels and experiences with international early childhood education.

-Lita Haddal, editor

*The OMEP website has had an extreme makeover! Visit it to find OMEP events worldwide. You can also contact our webmaster, Gene Geist, to give him your news, thoughts and ideas, by sending him a message from our website. Or contact him directly at geist@ohio.edu
Web Address:
www.omep-usnc.org*



Newsletter Editor:
Lita Haddal
WI Child Care
Information Center
Send all submissions
and correspondence to
lita.haddal@dpi.state.wi.us



OMEP News

Visiting OMEP Members

Nine members of the OMEP Turkish National Committee will be traveling to Washington, DC, for the NAEYC meeting this Fall. Our OMEP-USNC President, Gwen Coe, has invited them to attend all of our international activities at the conference. Dr. Tulin Guler and Dr. Gelengul Haktanir will be presenting on Thursday, Dec. 8 1:30-3:30. Dr. Haktanir is the President of OMEP Turkish National Committee. Please attend and show our support to other OMEP members.

A description of their session follows:
“The aim of this report is to give information on the early childhood education in Turkey. And to review the history of the early childhood education, its policies and practices in Turkey. Besides the demographic data of children who attend the early childhood education institutions, teachers and teacher training systems and theories of educational programs will be explained. The activities in the field of early childhood education being carried out by OMEP Turkish National Committee will be presented. “

*You are not
what you know
but
what you are willing to learn.
-Mary Catherine Bateson.*

Presidents Message

Continued from page 1

I encourage you to read all of this issue of the newsletter, but especially draw your attention to the excellent article from Joan Waters, OMEP Australia and Vice-President of the Asia Region detailing the use of the Tsunami Fund that was create by OMEP to assist in southeast Asia

Please continue to share the successes of OMEP-USNC and recruit new members. We have established several committees and have many ways for each of you to participate more actively in the organization.

Gwendolyn Coe
coe@uwplatt.edu
OMEP-USNC President

Books to Jamaica

Our Jamaican colleagues have sent a plea to us for books for teachers. They need books that will help them prepare, plan and provide quality education programs. If you are weeding your own collection or would like to purchase an extra copy of one of your own favorite resources, send them to:

Claudia Williams
45 Tudor City Place, Apt. 217
NY, NY 10017

Claudia will arrange for the shipping to Jamaica from NY.

Hurricane News

Many of us are concerned about how young children and early childhood programs have fared in the aftermath of Hurricanes Katrina and Rita. Updates on early childhood in the Gulf Region of the U.S. are posted on the website of the National Center for Rural Early Childhood Learning Initiatives out of the University of Mississippi at: <http://www.educ.msstate.edu/cni/eci/relief>

October, 2005, reports indicate that as many as 92% of child care slots have disappeared as a result of the weather disaster. "The early care and education infrastructure in the Gulf Coast region will need substantial assistance to rebuild," said Cathy Grace, Ed.D., professor and director of the MSU Early Childhood Institute and Rural Early Childhood.

Our own Milly Cowles, OMEP-USNC Secretary, from Fairhope, Mississippi, sends greetings from the Gulf Coast and reports, "We are in a mess on the Gulf Coast...this is beyond

any human being's control... Thank you for your concern. I lost a huge 33 1/3 classical record collection and lots of signed prints collected over the years, but I knew the first level could and probably would flood at some time. I had two floors of no damage and, of course, we didn't lose any lives so I really feel fortunate."

"My village of Fairhope was spared the horror of the Mississippi coastal damage, but they are still cleaning up debris throughout the area here. I can only imagine what New Orleans must look like..."

"Rita kicked the water as high as Niagara Falls just south of me at Gulf Shores, Dauphin Island, and Bayou la Batre, Alabama. The entire Mississippi and Louisiana coasts are devastated. I have evacuated 5 times this summer and have just dedicated myself to maintaining my mental health and not worrying that nothing at all gets done on time."

Visiting Professor

Dr. Tulin Guler from Hacettepe University located in Ankara, Turkey is seeking a visiting professor position on a university campus in the United States for Spring, 2006. Her areas of specialty are early childhood education, early literacy, and science education for young children.

If OMEP-USNC members know of such an opportunity please contact Dr. Guler at gulert@uwplatt.edu.

See the article about Dr. Guler on page 9 of this newsletter.





Edna Ranck to Report US News and Trends

Child Care Information Exchange has revamped ExchangeEveryDay and is merging EducatorsOnlineExchange and EED. They have enlisted eight people to contribute occasional reports on eight subject areas. Among those selected is OMEP's very own Edna Ranck to report on U.S. News/Trends. Also contributing will be: Laurie McNellis, Adult Education; Bill Strader, Staff Issues; Allison Lutton, Adult Education; Kirsten Haugen, Pro-

gram Issues; Selena Fox, International News; Julie Wassom, Marketing; Joel Gordon, Staff Issues.

This is a tremendous opportunity for OMEP to use our voice to reach a nationwide network of early childhood professionals. To reach Edna with your news and views, email her at:

edna.ranck@verizon.net

(Put EED_News or EED_Trends in Subject line)

Phone: 202-333-4146 (v-mail)

Gwen Coe Chosen Global Educator of the Year

Dr. Gwen Coe, OMEP-USNC President, has been selected as the recipient of the Global Educator of the Year Award by the Friends of International Education.

Dr. Coe is Professor of Early Childhood Education at the University of Wisconsin-Platteville, Platteville, Wisconsin. Gwen has a strong commitment and a breadth and depth of experiences in Global/International Education. She thinks of "global education" in terms of "teaching and learning", having been both a "teacher and a learner" at the international level in a variety of situations. She has taught workshops and college courses in other countries, tutored children, presented at international conferences, published articles on international issues, and advocated for children's educational rights through her participation in OMEP. As OMEP-USNC President, she has worked with UNESCO, UNICEF and other international education organizations.



Dr. Gwendolyn Coe

Gwen has also been working with family literacy programs in the United States that have high populations of international adults/children including Somali, Sudanese, Vietnamese, Hispanic and Hmong, which she feels has increased her knowledge of cultural, English Language Learners (ELL), and immigration issues.

She received the honor at the Annual Global Educators Conference in Eau Claire, Wisconsin, on October 15. The Friends of International Education is a dynamic organization dedicated to strengthening global and international education in Wisconsin and beyond. Formed in 2000, the Friends of International Education represents an effort to create a network of educators, business people, government officials, and community members who are committed to enhancing global awareness and competency among Wisconsin citizens. For more information about the Friends of International Education, go to: <http://www.friendsofinternationaled.org>

Everything I Ever Needed to Know I Learned From a Global Early Childhood Experience

Little Eivind and Gudrun were shiny-faced imps that lived in the apartment where I had my student room. Three- and four-years-old, their gleeful whoops would float down the hall to my room as they prepared for their day. The kitchen door would fly open and bang against the passage wall when they were on their way out to play. The stairway which surrounded my room echoed their messages to “mamma” as they came and went to their “play park” across the street.

Tucked behind the grocery store, the play park was a rocky knoll crowned with a little hut surrounded by playground equipment and chain-link fencing. Eivind and Gudrun joined 12 other tots there every weekday from 10am to 2 pm for supervised outdoor play. All along the fence hung children’s backpacks, containing lunches, thermoses, and extra clothing. Strollers stood outside the fence in wait for the trip home again when mothers came to fetch their play-sated youngsters.

Sometimes, if they played near the fence, the children would talk to me as I walked past their play park. I would sometimes wiggle a finger through the fence at them and elicit giggles as they would try to grab it with mittened fingers. Trusting faces asked urgent questions, demanding immediate answers from whichever adult was passing on the other side of the barrier.

However much I guessed what they might be calling to me, I couldn’t answer them in any language other than eye contact and facial expressions. You see, I was an exchange student. I was in language infancy myself, just learning to pick out recognizable sounds and sift meaning from melodious gibberish.

An experienced babysitter, I readily agreed to mind Eivind and Gudrun for a few hours one evening. They were cute and exuberant and I anticipated having fun with the two tots. Little did I realize that my new vocabulary lacked the right words for gaining control over their antics. In long cotton nightgowns, they jumped from one bed to the other, standing on the headboards before jumping into their feather duvets. Their silliness escalated as they played “potty mouth” word games, tossing out taboo terms with meanings hidden from me. Using my own language to reprimand them served only to increase their high spirits as they collapsed in squeals at the strange sounds I made.

My inadequacy in the situation was a surprise to me. Never had I felt so disabled. I couldn’t read them books or recite poems to sooth and calm them. I couldn’t spin a tale that would captivate their imaginations and distract them from their uncooperative behaviors. In desperation, I used what tools I had. I sang. And as I sang, I acted. I used my hands, feet, eyes, and voice to mesmerize them into wanting to please me so the show would continue. By the time their parents returned, I was exhausted. However, everything I needed to know about body-language and non-verbal behavior guidance, I learned from my international babysitting experiences with Gudrun and Eivind!

And everything I need to remember to empathize with new, inexperienced teachers, caregivers, and parents is encapsulated in that memory.

-A memory from Norway by Lita Haddal, Madison, Wisconsin

A Global Experience



First Grant from OMEP Tsunami Fund: Rehabilitation of Children in the Matara District, Sri Lanka

By Joan Waters, OMEP Australia and Vice-President of the Asia Region

Rationale for Project

The tsunami waves that devastated life and property in the southern, western, northern and eastern coasts of Sri Lanka severely affected women and children who are yet to overcome the trauma and are still undernourished in spite of aid. Displaced families are still living in make-shift dwellings. The OMEP–Sri Lanka (prep) strategy to rally the cooperation of Community Based Organisations (CBO), functioning at grass root level, has proved effective. The CBO will be able to continue the project with the guidance of the OMEP National Committee (prep). Pre-schools damaged by tsunami will be re-located and reorganized and equipped with educational material. The main objective is to rehabilitate tsunami-hit children through care & affection, providing nutrition, safety & psychological stability, ensuring healthy mental and physical growth.

Expected outcomes

1. In the Matara district on the southern coast of Sri Lanka, twenty pre-schools will be relocated and reorganized in available premises, at least 500m away from the beach. Pre-schools will be equipped with new furniture and educational equipment and material including play material and stationery.
2. 20 pre-school teachers and 20 care-givers will have two months' in-service training, given during weekends.
3. Six hundred children at the pre-schools will be served with breakfast prepared by volunteers. Dry foodstuffs will be supplied to parents to be used for dinner.

4. Six mobile health clinics will be conducted by volunteer doctors and health records established and maintained.

To begin: 20 September 2005

To finish: 20th April 2006

Local involvement

Members of the National OMEP Committee (PREP), Community-Based Organizations and the Ruhunu UNESCO Association will engage in all the activities of the project voluntarily. The Ruhunu UNESCO Association has agreed to provide the services of trainers for an honorarium. Skilled workmen in the area will be engaged. Volunteer artists in the area will involve the children in music, dance and drama. Medical doctors, nurses and dentists who are OMEP members have volunteered along with non-member professionals. Local donors will provide dry foodstuffs to pre-schools, and bed sheets and mosquito nets to homes. Temple premises will be provided free of rent.

Supervision

A Sub-Committee will monitor and supervise the implementation of the project and will provide a monthly evaluation report to Ms Joan Waters, OMEP Vice President.

Grant Allocation

At the beginning of the project:

768,000.00 LKR, US \$ 7680.00

After three months:

228,000.00 LKR, US \$ 2280.00

Total amount (US\$):

US \$ 9960.00

Report from United Nations

At the Millennium Summit of 2000, Heads of States and Governments convened. The outcome was the commitment of governments to build “a safer, more prosperous and equitable world for all” by 2015.

The Eight Millennium Goals include:

1. Eradicate extreme poverty and hunger
2. Ensure that all boys and girls complete primary school
3. Promote gender equality and empower women
4. Reduce by two thirds the mortality rate among children under five
5. Reduce by three quarters the ratio of women dying in childbirth
6. Halt and begin to reverse the spread of HIV/AIDS and incidence of malaria and other major diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

One particular initiative underway is Voices Against Poverty. White wrist bands are being distributed for a wearer to signify commitment to the eradication of extreme poverty. Information about the program can be found by visiting:

<http://www.millenniumcampaign.org/youth>

For OMEP-USNC members working in high schools and higher education settings, the Millennium Campaign can be a great way to help students learn about the issues, engage with other youth world wide and learn about what every one of us can do to achieve all the MDGs over the next decade. 2015 will be here before we know it.

Carol Darcy - United Nations/UNICEF Representative

508/ 759-1799 Home
crdarcy@tiac.net

Student Chapters

The Whittier College Chapter of OMEP is off to a gang-buster start this year. We are making our annual re-applying for recognition as an official campus organization, electing officers, and charting the year's projects and programs. Here are our goals* for the year so far:

*Increase active membership by

- a) developing a calendar of meaningful programs and events
- b) joining forces with other student organizations with similar or related interests, such as PsiChi, Psychology Club, Social Work Club, and Delta Phi Upsilon, the honor society in childhood education.

*Provide leadership for a hurricane relief project involving the students (preschool through 6th grade) at The Broadoaks Children's School on campus. So far we are considering three approaches:

- a) a money-raising campaign to contribute to the Red Cross
- b) adopting a displaced family from New Orleans now living in Vancouver, Washington; and/or
- c) adopting a school in Eunice, Louisiana, working with a faculty member at Louisiana State University.

*Develop a Children's Day 2006 proposal for OMEP-USNC to consider at its December meeting. We are reviewing the Convention on the Rights of the Child item by item, looking for meaningful connections with the theme of Children's Day 2006.

*Support students/faculty in other institutions who contact us for information about starting a collegiate chapter.

This year OMEP member Kathleen Pompey joins me as advisor to the student OMEP chapter.

Judith Wagner - Student Chapters Liaison

(562) 907-4973 Office
jwagner@whittier.edu

NORTH-EAST

Connecticut
Maine
Massachusetts
New Hampshire
New York
Rhode Island
Vermont

Regional News - Region I

This is the news from Region I. It includes various ways members have participated in important care and education programs for children and how they have shared their international experiences and programs with other educators, pre-service teachers, and students. All Region I members are encouraged to update their phone numbers, addresses, and email contact information.

Kate Kolchin, Carol Darcy, Anne O'Neill, Blythe Hinitz represented OMEP-USNC at the United Nations' 58th Annual DPI-NGO Conference in New York City September 7-9. The title of the conference was "Our Challenges: Voice for Peace, Partnership and Renewal." Carol Brown who also attended the DPI-UN Conference has recently moved from New York State to Florida.

As OMEP representatives of the Working Group on Education (WGE) at UNICEF, Kate Kolchin, Carol Darcy, and Anne O'Neill are participating in the reorganization of the WGE with the intention for continuing and creating new initiatives in early education that align with UNICEF's Med-Term Strategic Plan and a focus on Integrated Early Childhood Development. OMEP representatives to the working group have done some outreach efforts in Jamaica, WI, participating in assisting rural pre-schools with expertise and materials. They plan to continue this work and expand it with the help of UNICEF. Additional activities of the

WGE include such groups formed to address such terms as: continuing the work begun in a previous forum on improving the quality of early teacher education: consideration of proposals for a workshop on Play: and the investigation of possible programs in Parent Education and Caregiver Linkages.

Carol Darcy is assisting with the annual election preparations and activities for the Film Festival at the Washington Conference in December.

The last newsletter carried information about Zanna McKay's recent teaching experiences during two years in Mali, West Africa. Zanna, now an Assistant Professor of Education and Reading at SUNY College at Oneonta (SUCO), is working with one of her pre-service education students at the College of Oneonta to organize some of the material she had collected from interactions between her students in Mali and Dogon children. The cliff-dwelling Dogon are one of the last of the indigenous peoples who have not been converted, but have maintained their worldview for hundreds of years. Thus this important work of children sharing their values with other children across cultures in a positive setting can be made available to the broader community.

Alicia Pagnano - Region 1 Representative
607/ 369-9050
apagano29@yahoo.com

Turkish Visiting Professor Studying Early Childhood Literacy at University of Wisconsin- Platteville



Professor Tulin Guler, a graduate of the University of Hacettepe in Ankara, Turkey, will be spending the Fall 2005 semester at the University of Wisconsin-Platteville. She will be working with UWP education professor Gwen Coe, teaching, conducting research and preparing for the publication of their findings. As part of her postdoctoral requirements, Guler must spend four months in a foreign country improving her own second language skills. "It's very important in Turkey to know other languages, and we are taught English at an early age. We have to pass an exam in other languages and, as part of our continuing training after earning a Ph.D., we must work and use the language every day. This will be an excellent experience for me," she said.

Introducing Wisconsin's new state liaison, Dr. Sharon Burow! She will be working to build connections between OMEP members in Wisconsin. Email her at: sharon_burow@wisc.edu

While visiting UWP, Guler will be researching the early literacy environment of day care centers, observing, gathering and interpreting data, which will later be submitted for peer review publication. "We hope to be able to improve language development strategies for family members, teachers and other adults who impact young children," she said.

Coe and Guler met as fellow members of the World Organization for Early Childhood Education (OMEP) in Kusadasi, Turkey. As their professional relationship developed and Coe learned of Guler's need to visit and work in another country, she asked the School of Education to invite Dr. Guler to visit UWP for a semester. Coe said she is particularly excited to have Guler's expertise in teaching about second language acquisition.

According to School of Education director Alison Bunte, Guler's visit is a good way for UWP faculty and staff to broaden international contacts and learn about other education tools and strategies. "We are fortunate to have Tulin with us this semester. Our students are always enriched by learning about other countries and cultures. I believe that she will be a great asset to the School of Education," said Bunte.

Guler, who arrived in August, said she has enjoyed her stay in Platteville so far. "It is calm and beautiful here in Platteville. Ankara is a very large city, so I appreciate the peacefulness, and everyone has been so kind. We learn a lot about American culture through cable news, reading, movies, but it is still a learning experience because I am actually here now. I will get good experience here, and I look forward to sharing it with my students and colleagues when I return," she said.

(Reprinted from the University of Wisconsin-Platteville website. September, 2005)

Lita Haddal -Region 2 Representative
608/ 224-5388
lita.haddal@dpi.state.wi.us

GREAT LAKES

Indiana
Illinois
Michigan
Ohio
Wisconsin

Regional News - Region II

Celebrate!!

OMEP-USNC
CHILDREN'S DAY



November 20th*

**A day to honor all children
and to promote a better understanding of
their needs and rights as human beings**

Children's Day Activity Packet at www.omep-usnc.org



OMEP, The World Organization for Early Childhood Education, is the only international organization working for the education and welfare of all young children locally as well as internationally. Organized in 1948 in Prague, Czechoslovakia, OMEP is an international non-governmental (NGO) organization having consultative status with UNESCO, UNICEF, the UN Commission for Economic and Social Change, and the Council of Europe.

**November 20th, 1989, the United Nations Convention
on the Rights of the Child was signed.*

Celebrate International Education Week November 14-18, 2005

Lots of ideas, resources, proclamations, curriculum, exchanges! If you're planning an event, add it to the global calendar at <http://exchanges.state.gov/iew/>



International Children's Day of Broadcasting (ICDB) December 11, 2005

ICDB, celebrated on the second Sunday of every December, is a day when broadcasters around the world "Tune in to Kids". They air quality programming for and about children. But most of all, they allow children to be part of the programming process, to talk about their hopes and dreams and share information with their peers. The Day is a joint initiative of UNICEF and the International Academy of Television Arts & Sciences. Every year, thousands of broadcasters in more than a hundred countries take part in the day, celebrating it in ways that are as unique and special as children themselves. Check out the website: http://www.unicef.org/videoaudio/video_icdb.html



www.kimandjason.com. Copyright Jason W. Kotecki

Our most memorable days are marked by an absence of control.

-Patricia Smith.

Call for Proposals

OMEF Poster Session 2005

DEADLINE EXTENDED!

**Theme: The Young Years: Zero to Three,
Preschool and Primary Care and Education**



OMEF Poster Session
OMEF International Social
Conversation Hour
NAEYC 2005 Annual Conference
Washington, DC
December 9, 2005

This poster session is designed to address the goals listed below. Posters should present information that focuses on these goals. All proposals undergo a blind review process. Proposals will be evaluated on overall quality as well as the degree to which they support the goals of the OMEF poster session.

Goals of the Poster Session:

It is intended that this event will provide opportunities for OMEF members to:

1. Access a wider forum of professionals for sharing and discussing research, curriculum ideas, and teaching practices related to Early Childhood Education.
2. Become more aware of current state, national and international policy issues and how they affect children, families, and communities.
3. Examine replicable strategies for working on issues involving the global welfare of children.
4. Inspire others to make a relevant difference in the lives of Early Childhood educators and the children they serve.

Session Format:

Poster sessions may present research, curriculum highlights, teaching strategies, policy issues, comparative studies, etc. Special attention will be given to presentations focusing on the theme and replicable initiatives.

Posters should be displayed on 2' x 3' poster board with a support brace attached to the back to hold it in an upright position on one half of a display table. A bifold poster display board may also be used. Space

in front of the poster may be used for handouts or further display. These are general guidelines; variations may be negotiated.

Authors' Table—If you have published a book within the last two years and would like to have it displayed at the conference, please send a complete citation of the book so that it can be listed in the program. Authors are expected to provide copies of books for display and sale.

Submission Guidelines:

Please submit in electronic format via e-mail or FAX:

1. Cover page including:
 - A. Title
 - B. Author(s) contact information (names, addresses, phone numbers and email addresses). Authors will be contacted via email.
 - C. Please indicate if authors are members of OMEF.
2. Proposal Description (1 page maximum) including:
 - A. Title
 - B. Goals of the conference to be addressed in this proposed session
 - C. Abstract

Submission Deadline:

**Proposals must be RECEIVED BY
November 25, 2005.**

Send Proposals to:

Email: morrisonj@missouri.edu
Fax: 573-884-5550

The OMEF Poster Session and International Conversation Hour will be held on Friday, December 9, 2005, Washington, D.C. Time and location will be announced at a later date. Please refer to the fall issue of the OMEF-USNC Newsletter or the OMEF-USNC website for updated information.

On behalf of OMEF-USNC,
Johnetta Wade Morrison
Lita Haddal

The OMEP-USNC Election Committee is pleased to present the Election 2005 slate for president, vice-president and representatives in two regions:
Region II—Great Lakes (IL, IN, OH, MI, WI)
Region IV—Southeast (AL, FL, GA, MS, NC, SC)

Each Regional Representative will serve a three-year term, beginning January 1, 2006. The candidate elected as President, becomes President-Elect for one year prior to assuming office as President for three years, followed by two years as Past President. The Vice-Presidency is a three-year term. Officers assume their official duties at the Fall Membership Meeting.

Ballots are cast by returning the stamped and pre-addressed postcard included with the election and membership renewal information packet mailed to all members. All ballots must be mailed by Tuesday, November 15, 2005. Election results will be announced during the OMEP-USNC Membership Meeting held during the NAEYC Annual Conference in Washington, DC, Thursday, December 8, 2005.

Election Committee :
Lita Haddal, Susan Miller,, Johnetta Morrison

Candidate for President



Dr. Edna Ranck

Biography

Edna Ranck is the current Region III representative for OMEP-USNC and has been a member since 1992. Edna is currently Senior Research Associate in Early Childhood for Westover Consultants, Inc. Silver Spring, Maryland, a woman-owned small business, where she has worked on child care contracts with the US Air Force and currently works with headquarters staff with the US Army and the US Marine Corps. Previously, she was director of public policy for NACCRRRA, the National Association for Child Care Resource and Referral Agencies. For 12 years, she worked in the Commissioner's office of the

New Jersey Department of Human Services, and has directed a local resource and referral agency with a family child care network, and a preschool child development center.

Edna lived in Israel for six months and has traveled and presented papers in over 20 countries, including Australia, New Zealand, Singapore, Greece, and Czech Republic when it was still Czechoslovakia, the Netherlands, Norway, Luxemburg, Switzerland, Japan, Canada, and throughout the United States. She has also visited Belgium, Fiji, England, Scotland, Ireland and France. Her research areas are in public policy regulations and legislation, women's roles in the early childhood education field, and advocacy for children and families. She has published book chapters and journal articles and wrote a monthly column for an online newsletter for 18 months.

Edna has a doctor of education degree in curriculum and teaching/early childhood education and a master of education in administration from Teachers College, Columbia University; a master of divinity from Drew University; and a bachelor of arts degree in political science from Florida State University. She graduated Phi Beta Kappa and is listed in *Who's Who in America*. She lives in Washington, DC, with Martin Fleischer, her husband.

She has three sons, two step-daughters, and seven grandchildren living in California, Florida, New York State, and Massachusetts. Hobbies include visiting and photographing Frank Lloyd Wright buildings, collecting art, and traveling.

Vision

"Each president builds on the legacy of prior office-holders and in the 21st century, the awareness of the need to reach out to early childhood teachers and parents in other countries and cultures must be a primary focus. We must also work together as an organization at the national level to find the best ways to contribute to a changing world: these activities must include learning about life in other places, extending services to help colleagues around the world, and ensuring the necessary resources to support one another's efforts."

"The global nature of our world is a dominating force for every country and culture. It is not always easy for women in the early childhood field to achieve visibility and success within the larger political and cultural arena. Whether OMEP members are from large, wealthy nations or from those countries with limited resources, all must find ways to help each other take the necessary steps toward making the world a better place for children. OMEP-USNC members in particular must study the efforts of others to know about how we all can make these improvements. Reading about and discussing world ECE issues with others, using old and new technologies to reach out and to share, and sharing resources of all kinds must shape the agenda for OMEP-USNC in the coming years."

"OMEP-USNC has taken many steps forward over the past 50 years. But, it is not the same world as that of the mid-20th century. Our foray into the 21st century has just begun and our future is before us, as it has always been. As Edna Mode, the designer character in "The Incredibles," states "Life favors the prepared!" We have an opportunity to take brave new steps into the unknown. We also have the vehicle to carry us there.

Like our ancestors, we can do no less. We, too, must prepare ourselves for the very important tasks of strengthening membership, creating concrete activities, and making a difference in our own lives and in the lives of others."

Candidate for Vice-President, 2nd term



Dr. Carol Darcy

Biography

Carol Darcy began her career as a Kindergarten teacher in Quincy, MA. After completing Masters studies at Wheelock College, she worked as research assistant for the Tucson Early Education Model (TEEM) Follow Through Project and then joined the Bank Street College of Education Follow Through Project as a field advisor and, later, coordinator of training. Doctoral studies were completed at Boston University. She was a Fulbright scholar in Argentina from 1978-1981. Currently, Carol holds an adjunct faculty position with the National Teaching Initiative at Lesley University. Previously she has taught at Wheelock College, Framingham State College and Quinsigamond Community College.

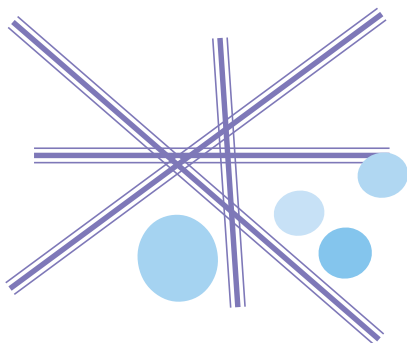
Vision

"An OMEP-USNC member for more than a decade, I have served the organization in several different capacities, Regional Representative, Membership Chair, Elections Committee Chair, and, recently, as a facilitator at the OMEP Film Festival. Currently, I am Vice President and one of four OMEP-USNC members sitting on the UNICEF NGO Working Group on Education Committee. Past and present responsibilities have deepened my belief that OMEP provides early childhood

educators with a vast global network of colleagues who share a common vision and commitment, to advocacy that contributes to the well being of children and families throughout the world."

"I am seeking re-election as Vice President for several reasons. First, I want to continue to support initiatives that will contribute to increased USNC membership. We are a small professional organization with a huge mission. "Many hands make light the work" seems apropos. Second, I want to continue to "spread the word" about OMEP's mission to a broader audience of early childhood educators—classroom teachers and school administrators, students preparing for a career in education and more higher education professors and instructors. Third, I want to continue to educate USNC members and wider audiences about the Convention on the Rights of the Child (CRC) and the Millennium Development Goals (MDGs) UN Member States have pledged to address by 2015. No.2—"Achieve universal primary education" is especially relevant to OMEP."

"At a time when conflicts are creating unrest and severe hardships for many children and families globally, OMEP has an opportunity, indeed an obligation, speak out on behalf of *all* children and families. As a VP candidate three years ago, I expressed an desire to utilize the talents and capabilities of every member. I remain steadfast that the collective wisdom and effort of every member can make a difference. Along with the continuing involvement of members in local, national and international initiatives, it is even more important to forge strong partnerships with other professional organizations. Collaborative ventures serve to strengthen understanding among people and contribute to the peaceful resolve of conflict and improved conditions for children and their families, communities and societies. Since OMEP was founded, there has never been a time than now..."



Candidate for Vice-President



Dr. James Hoot

Biography

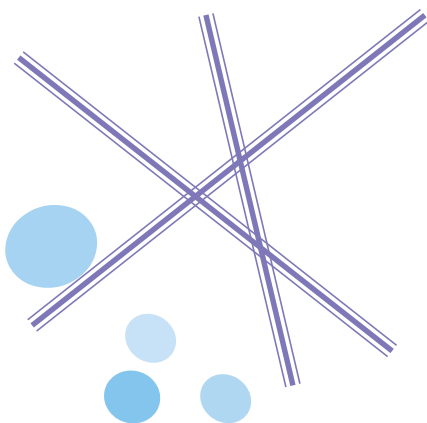
James Hoot graduated from St. Francis College (1972), received his M.Ed. from Virginia State College (1975) and Ph.D. in Early Childhood Education from the University of Illinois (1978). Jim has extensive teaching experience through his work with the Virginia Teacher Corps and teaching in public and private elementary schools and universities.

Over the past 3 decades he has made over 400 presentations to professional organizations in Belgium, Canada, China, Commonwealth of the Bahamas, Costa Rica, Ethiopia, Finland, Hungary, Israel, the former Soviet Union, Switzerland, and the U.S.A. He has contributed over 120 articles in the field of early childhood education. He is author of *Computers in Early Childhood Education: Issues and Practices* (PrenticeHall, 1986), Co-Author (with Steve Silver) of *Writing with Computers in the Early Grades* (Teachers College Press, 1988) and senior author (with Leah Adams, Pat Kostell, and Judit Tamas) *From the Minds of the World's Children*, Association for Childhood Education International, (2004). He has also been Guest Editor of 14 annual theme volumes of *Childhood Education*, *Journal of Early Childhood Teacher Education*, and *Early Education and Development*. In addition, he serves on the Editorial Boards of numerous professional education journals.

He is a Past-President of the Association for Childhood Education International and was recently honored as the 2004 recipient of the Patty Smith Hill Lifetime Achievement Award—the highest honor awarded to members of that organization. Over the past 4 years Jim has been principal investigator of a US Agency for International Development project in Ethiopia designed to explore the potential of technology to improve primary education in that nation. His recent research has focused upon educational needs of child prostitutes in Addis Ababa, Ethiopia, and how teachers can be more responsive to the needs of refugee children in American schools. At the State University of New York at Buffalo Dr. Hoot directs the Early Childhood Research Center and coordinates the graduate program in Early Childhood Education.

Vision

“Throughout the past 30 years of my career in the field of Early Education, my primary area of interest and concern has been international education. As president of our sister organization, ACEI, for example, I strongly promoted expanding the “I” (International) in that professional group. One way of doing this, I proposed, was building stronger coalitions with other organizations. For example, I worked with ACEI to promote a joint volume with OMEP (*From the Minds of the World’s Children*, 2000, with Leah Adams and Pat Kostell). In addition, ACEI worked with OMEP to establish minimum world standards for child care. Just as the struggling airline industry collaborates with many airlines to survive (e.g. STAR Alliance), we, as an organization must struggle to build stronger coalitions with other like-minded organizations to assist us in promoting our OMEP global mission.”



Candidate for Regional Representative for Region II



Dr. Lynn Staley

Biography

Lynn Staley is Associate Professor of Early Childhood Education at Ball State University, Muncie, IN. With consultative status with the United Nations and UNICEF, Lynn is currently the chair of the Working Group on Education, sponsored by the NGO (Non-Governmental Organization) Committee. She also represents OMEP at the Consultative Group on Early Childhood Care and Development, which is an international consortium of early childhood scholars. To further her international interests, I am a Fulbright Senior Specialist.

Lynn feels honored to be a candidate for the Region 2 Representative to the OMEP-USNC Board. Having lived in Indiana all of her life, it seems natural to her to be connected with the Great Lakes Region (IL, IN, MI, OH, and WI).

Vision

“To my knowledge, OMEP is the only professional organization for teachers with a truly international perspective of early childhood education. Our own by-laws, in support of the United Nations Convention on the Rights of the Child (UINCR) and the UN Millennium Development Goals (MDGs), call us to use “every possible means to promote for each child the optimum conditions for his well-being, development, and happiness in his family, institution, and society.” Therefore, we are

compelled to be the voice of the world's children who suffer daily from poverty, abuse, neglect, and exploitation. In the developing world alone,

- 1 in 3 children lacks shelter & sanitation facilities;
- 1 in 3 children does not complete primary education;
- 1 in 5 children lacks safe drinking water;
- 1 in 6 children, under age 5, is severely malnourished;
- 1 in 6 children (least developed nations) dies before age 5; &
- 1 out of 7 children lacks essential health services (UNICEF, 2005)."

"I believe the United States, as a nation of leadership (G-8 Summit 2005), has a moral and ethical responsibility to look beyond our own borders to the global issues that affect young children around the world. As I envision the work of OMEP-USNC, specifically Region 2, I see two things: *education and advocacy*. First, we must educate ourselves and others about the global perils children face. Secondly, we must advocate for Rights Based programming as outlined in the UNCRC and the MDGs. We are called to speak up on behalf of those who have no voice."

"To accomplish these goals, I would suggest stronger linkages with our international OMEP members to promote their work with the young children of developing nations. To support the above, a website, to be co-sponsored by OMEP and ACEI, is currently being designed to connect teachers around the world by providing international resources to promote advocacy. It is our hope that early childhood educators, particularly those in the US, will initiate new international partnerships in support of young children."

"If elected as the Region 2 Representative, I would look forward to new Midwestern friendships dedicated to promoting quality early years for *all* children."

Candidate for Regional Representative for Region IV



Dr. MaryAnn Manning

Biography

MaryAnn Manning is a Professor of Education in the Department of Curriculum & Instruction at the University of Alabama at Birmingham. She received a B. F. A. from The University of South Dakota, M. Ed. from Wayne State College - Nebraska, and an Ed.D from The University of Nebraska.

Dr. Manning has been teaching at UAB for over 29 years. Her primary professional interests include reading and writing instruction and integrated curriculum. She has authored or co-authored over ten books, over 100 articles, and many book chapters.

Vision

"There is no time in history as important as today in working for the rights of children. As Region IV Representative I would work hard to support OMEP-USNC's vision for the UN Convention on the Rights of the Child. I really want to active if I'm elected. Thank you to all who work hard to make the organization work."

The Consultative Group on Early Childhood Care and Development (CGECCD) Annual Consultation was hosted in Paris by UNESCO from September 14-17, 2005.

I attended as your OMEP representative. The CGECCD is an international consortium dedicated to improving the condition of young children worldwide. Approximately 52 scholars and other advocates were in attendance from nearly every region of the world.

Ann Theresa Ndong Jatta, Director of Basic Education Division, UNESCO, greeted us and encouraged us to build both an “awareness and appreciation” for early childhood development (ECD) worldwide. Later, we focused on the theme for this year’s meeting: Cost and Financing for ECD. OMEP is now represented on the Cost and Finance Task Force.

On the second and third days, we discussed issues related to country profiles, developmental readiness, and global indicators. Jeanne Montie and Zong Ping Xiang also shared the recent findings of the High Scope Foundation’s IEA Preprimary Project (www.highscope.org/research/iea.htm).

The Global Monitoring Report team (GMR) for Education for All (EFA) invited the CGECCD to comment on the upcoming 2007 GMR: Early Childhood Development. (The GMR is a major international document distributed to all Ministers of Education.)

NOTE: *The Global Guidelines for Early Childhood Education and Care in the 21st Century* and the accompanying *Self Assessment Tool*, published by OMEP and the Association for Childhood Education International (ACEI) were shared in several discussions as a research and programming tool for promoting quality environments for young children.

It was truly an honor to represent OMEP among such a distinguished assembly of international scholars and advocates. Thank you.

Lynn Staley - Candidate Region 2 Representative

The OMEP Executive Committee met in Santiago, Chile in April, hosted by the World President Selma Simonstein.

In addition to the Executive Committee meetings, all members served as speakers at a special conference on The Preparation of Those Who Care for and Educate Small Children in the 21st Century.

President Selma Simonstein reported that she is very pleased with the hard work that the Cuban OMEP Committee is putting forth for the 2005 World Assembly July 11-15 in Havana. She expects the conference to be quite successful and suggested that in terms of going to Cuba, we must not look at what is the reality of life under Castro, but the instead look at the reality of progress for early childhood education. The deadline for poster and session proposals is May 31.

Three potential alliances for OMEP were discussed and will be put before the World Assembly in Cuba in July: The Centre of Excellence for Early Childhood Development (CEECD) based at the University Montreal that is prepared to communicate in the three OMEP languages; the Latin American research organization called CINDE that is supported by/aligned with UNESCO and UNICEF ; and the Global Alliance sponsored by NAEYC.

The generosity of the USNC and Canada OMEP contributions to the OMEP Tsunami Appeal was noted. The Executive Committee cannot determine the specific project that will be identified for the OMEP Tsunami Appeal funds until the World OMEP Treasurer has received all of the pledged money. The funds will be used for a project in

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Children from the child care center in La Habana Province, Cuba, performed rhythmic movements and songs for conferees who attended the Latin American Preschool Conference held in Havana, Cuba summer 2005. The two-story building in the background is the child care center. Sue Harper, Australia OMEP President and Gwen Coe, OMEP-USNC President spent one full day visiting child care and community centers learning about education, social services and health care in the rural communities of Cuba.

Photo by Gwen Coe



The World Assembly of the World Organization for Early Childhood Education (OMEP) was in Havana, Cuba, this summer. President Gwen Coe reports that the United States' major role in this year's conference was to provide information about resources regarding early childhood brain development.

"Because of the research the U.S. has done, other countries have asked us to put together lists of websites and other materials which they can access and share with their governments. That's an important function of OMEP - sharing information, research and ideas," says Gwen.

Another priority at this year's meeting was to assist in the education needs of survivors of the Asian tsunami, as many teachers were killed in the disaster. Funds raised by OMEP will be used to train master teachers who will then travel to the affected regions to train additional teachers.

The conference also focused attention on early childhood conditions in Cuba. The group visited daycare centers and was briefed on health conditions by local nurses groups. Cuba has a very high literacy rate and comprehensive maternal and early childhood health care.

Dear Members of OMEP-USNC,

There is an old saying that “time flies”. It seems impossible that my six years as OMEP Vice President for North America and the Caribbean will conclude on December 31, 2005. Although that is still several months away, it does mean that this is the last column I will be writing. I will be writing for the OMEP-USNC Newsletter, as the next issue will come out in Winter 2006.

Shakespeare wrote in King Richard II “O, call back yesterday, bid time return”. It never does. It still goes forward. World OMEP continues to step forward as shown at the World Assembly in Havana, Cuba in July. There were some new faces at the meetings, with a number of nations sending a new representative to contribute fresh ideas and perspectives to the World Assembly. That is precisely the way it should be.

The challenges ahead for both new and familiar faces in World OMEP remain large. Although it is the electronic age, communication with many of the member nations remains infrequent and a number of economically challenged countries cannot afford to pay the annual dues.

The positive side of our international organization is shown through the OMEP annual report that summarizes the many activities of the OMEP National Committees and the new, more professional website (<http://www.omep.org.net/>).

The World OMEP Tsunami Appeal verified the generosity of worldwide OMEP membership. It was impossible to finalize plans for the use of the OMEP Tsunami funds during the World Assembly in Havana, Cuba in July. We want

to make certain that the funds will go directly to the selected project and that recognition will be given to World OMEP. Joan Waters of Australia is chair of the committee that will determine and oversee the distribution of the funds. Joan has announced the acceptance of a proposal from Sri Lanka. A second proposal is being solicited from another affected nation. We are indebted to Kate Kolchin, who represents us so well at the UN in New York, and Joan Waters, OMEP Vice President of Asia and the Pacific, for the extensive time and effort they have put into working on the OMEP Tsunami Appeal.

The poet Emily Dickinson said “To live is so startling it leaves little time for anything else.” In some ways that is how it seems when one is on the World OMEP Executive Committee. There is so much to do, it seldom leaves time for simple reflection.

Looking back now, the past six years been very full and eventful for both the OMEP Executive Committee and for the worldwide field of Early Childhood Education. Many changes have taken place in our places of work, in our nations, and in the world. The world seems less sure of itself and more fearful and tormented.

However, worldwide, there have been some steps forward for children and families, including increased recognition about the importance of the early years and increased efforts toward equality in services for children. All of us feel that in both the professional and the political worlds it is sometimes two steps forward, followed by at least one step backward. For example, the UNESCO goal to have all the world’s children enrolled in primary education by 2015 is positive objective and one that excites us all.

We know that not all is well with reaching toward that goal and some nations are falling further behind. At the current rates of progress 100 million of the world's children will still not be enrolled in primary school in 2015. (www.unesco.org). While we rejoice in the steps forward each of us must continue to advocate, on behalf of the world's children, for the access to quality education for all.

Philip Dormer Stanhope, 4th Earl of Chesterfield, wrote to his son "I recommend you to take care of the minutes, for hours will take care of themselves". One of the marvelous minutes at the World Assembly in Cuba in July was when Dr. Madeleine Baillargeon of OMEP Canada was elected as the incoming Vice President for North America and the Caribbean. I know that she will represent our region extremely well when she takes over on January 1, 2006.

She speaks French and English fluently and has some knowledge of Spanish. She has been active in OMEP Canada, serving in many roles over the years, including President, writer of position papers, and currently as Newsletter Editor. She has attended a number of OMEP World Assemblies. It is also noteworthy that Madeleine, a researcher, has agreed to become the Executive Committee link with the OMEP Research Forum.

I can't think of anyone that I would rather have succeed me in those two roles. I'm sure you join me in putting full support behind her as she faces the tasks ahead. She will put in many hours on behalf of OMEP and the organization will benefit from her expertise and her good sense. I hope that she finds many minutes of satisfaction as her reward.

*To all of you in OMEP-USNC,
may both your minutes and your hours during this school year fulfill your hopes and fill you with renewed energy for working on behalf of children.*

Best wishes to you and to the children and families with whom you work,

Leah Adams

OMEP Executive Committee

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conjunction with UNICEF and will be one for which it is clearly identified that it was funded by OMEP. Meanwhile, Joan Waters, Regional Vice President for Asia and the Pacific, is working with UNICEF personnel and with our UNICEF representative in New York, Kate Kolchin, on the OMEP-UNICEF project for training of personnel for preschool programs. UNICEF will fund that project.

In our own region Ginette Beausejour, president of OMEP Canada, reports that they have a number of projects underway. They have received excellent media coverage for their Alphabet Primer for Peace (in French) and it is being widely distributed, primarily in Quebec. OMEP Haiti members continue to work hard under the reality of the situation in their country.

Future plans for World OMEP include meeting in Tromsø, Norway August 6 - 11, 2006 and in Mexico City in July 2007.

Leah Adams
OMEP Vice President for North America and the Caribbean
leah.adams@emich.edu

The following article by Lenore Wineberg is the result of a presentation at the OMEP Symposium in Melbourne, Australia, July 23, 2004, by Lenore Wineberg, Ed.D.; Blythe Hinitz, Ed.D.; Anne O'Neill, Ed.D.; & Edna Ranck, Ed.D.

In the United States, leaders in the field of international early care and education have included an exceptional group of educators who have served as president of the U.S. National Committee of OMEP. This article highlights the administrations of past presidents and reveals what influenced them to join and become active in OMEP-USNC and their key contributions made to the national and international OMEP communities. Past presidents who are deceased are reported on by colleagues who studied or worked with them. Living past presidents have been interviewed and their responses recorded and analyzed.

Early Childhood from the Top: OMEP Leadership in the United States

Spanish title: Los Principales en cuanto a la Niñez: El Liderato de la OMEP en los Estados Unidos

French title: Les Gens d'importance dans la Première Jeunesse: La Conduite de l'OMEP dans les États-Unis

Lenore Wineberg, Ed.D.
800 Algoma Boulevard
Oshkosh, Wisconsin 54901 USA
wineberg@vaxa.cis.uwosh.edu

Blythe Hinitz, Ed.D.
The College of New Jersey
P.O. Box 7718
Ewing, NJ 08628-0718 USA
hinitz@tcnj.edu

Anne O'Neill, Ed.D.
Hofstra University
36 Highland Road
Rye, New York 10580 USA
slacksgal@aol.com

Edna Ranck, Ed.D.
Westover Consultants, Inc.
4447 MacArthur Boulevard, NW
Washington, DC 20007-2564 USA

In the United States, leaders in the field of international early care and education have included an exceptional group of educators who have served as president of the United States National Committee of OMEP, (OMEP-USNC). The six past OMEP-USNC presidents presented in this paper represent various eras of the organization and their influence on the direction of the organization. The following three questions guided the interviews and research:

- (1) What influenced you to join and become active in OMEP-USNC? When did you get involved in OMEP and how did you advance in the organization to become president?
- (2) What were the key activities that occurred during your administration? What was going on in early childhood education and care (ECEC) during those years? What were the two-three greatest successes accomplished during your OMEP presidency?
- (3) What activities have you been involved in since your OMEP presidency? What are you doing in OMEP today? Any other comments about involvement in OMEP?

Past presidents who are deceased are reported on by colleagues who studied or worked with them. Living past presidents have been interviewed and their responses recorded and analyzed. The OMEP-USNC archives located at Indiana State University in Terre Haute, Indiana, have provided additional information on the contributions of the past presidents and the key activities that occurred during their term.

Evangeline Howlette Ward, Ed.D **Presidency 1980-1981**

One reason for Dr. Ward's involvement with the World Organization was "to be sure that they know black people exist. I am the unofficial representative for blacks on the World Council."

Dr. Ward's contributions to OMEP-USNC include the following services:

- Second Vice-President and membership chair during the 1977-1978 academic years,
- Vice-President and President Pro Tempore from 1979 to 1980
- Past President during 1981-1982
- Chaired the OMEP World Constitution Committee (1980-1984 [approximately])
- Elected to the OMEP World Executive Council in 1982 and served as the World Vice president.

Evangeline was a member of the OMEP World Executive until the day of her death (1985). Dr. Ward presented the keynote speech at the annual Australian Early Childhood Education Conference in Canberra on the day of her sudden death, October 10, 1985.

Toward the end of her life, Ward began to speak about peace and social justice. Her papers contain notes on definitions of, quotes about, and poetry describing peace. She wrote that peace making requires empathy for others, and that we can begin to train a generation for peace when people recognize the urgency of helping children to develop these attitudes and skills.

Lilian Katz Early Years Presidency (1981-1982)

Dr. Lilian Katz describes how she became involved with OMEP-USNC:

Through my involvement in nursery school associations, I met Dr. Joyce Huggins who was professor at Fresno State University and very active in OMEP. Somehow during that time, I also met Dr. Alma David from Florida and both of them approached me about joining OMEP and that's how I got involved.

We moved to Illinois in 1968 and I think I became chair of the US OMEP committee- I don't think we called it president at that time. It was a somewhat frustrating experience, as I recall. We had no staff, and I was overloaded with so much else at that time. But the goals of OMEP were consistent with a long history of interest in international cooperation and exchange.

In describing what was going on in early childhood and care (ECEC) at that time, Dr. Katz responds:

From my perspective, it seemed the main feature of ECE at that time was Head Start and the expectation that it would have a major impact on the lives of the children and families it served. I was also part of the team that developed the CDA (Child Development Associate) program for which we also had great hopes then.

In response to the question about her current activities:

I really love teaching and have still a great interest in the nature of teaching at every level. I have now lectured in all 50 states-most many times, in all the provinces of Canada, all the states of Australia (13 visits there), and Turkey will be my 51st country to lecture in!! (My eldest son Dan started the count years ago!) I also served as VP and later as President of NAEYC (National Association for the Education of Young Children). I have been a visiting professor in the UK, West Germany, Australia, British Columbia and University of Alberta, Baroda University twice in India where I was also Fulbright Professor, University of the West Indies, University of London, etc.

Joyce Huggins (1982-1987)

Dr. Huggins describes how she became associated with OMEP:

When I moved to Arizona in 1954, I became friends with a fellow teacher, Caryl Steere. Caryl and her husband Joe were close friends to Amy Hoestler, who was at that time President of International OMEP. I listened to Amy's stories of OMEP work and read materials on OMEP publications in her library. I read the British story of "Play in Hospitals" which foretold the work of today's "Child Specialists" in America's hospitals. I purchased the fifth slides produced by OMEP illustrating international playgrounds, which revealed the value of quality playground environments for young children.

I became an active OMEP member in 1957 and a few years later, was elected to the US Board. When Evangeline Ward, President of the US OMEP died, I was elected in 1982, as President to succeed her. Prior to becoming President, I had traveled extensively to visit early childhood programs in foreign countries. Throughout my career, I was greatly influenced by many early childhood education leaders who were members of OMEP. These included: Dr. Mary Lane, Docia Zavitkovsky, Dr. Lilian Katz and Dr. Stella Grevasio.

Her term as president of USNC-OMEP was from 1982-1987. She considers the following as key activities during her presidency:

- Laura Dittman edited a regular newsletter.
- A committee was formed to identify members who volunteered to act as hostesses for foreign OMEP visitors
- Dr. Sherill Richarz developed an impressive exhibit to publicize OMEP activities. The exhibit was displayed at the World Assembly in Geneva, Switzerland. It was later displayed in Norway and again in Atlanta, Georgia.
- Selling OMEP informational materials to promote OMEP publicity and provide some income,
- Appointing an OMEP Historian,

- Establishing an OMEP Archives at Indiana State University
- Initiating the "Share a Book" program.

Dr. Huggins noted,

During those years conflicts intensified in Early Childhood Education. Publicity and research, which focused on the effective work of Head Start programs, dramatized differences in educational philosophy and method in working with young children.

During the years of my presidency a consistent effort was made to involve members in OMEP activities. This was done in cooperation with the regional liaison persons and the state representatives. There was increased awareness of programs in other countries and a desire by members to participate in international OMEP World Council meetings. There was an increased awareness of the specialization and professionalism in Early Childhood programs. Early childhood education gained greater recognition in the academic community.

Dr. Huggins retired from California State University in 1985 while she was completing her term as President of OMEP-USNC. Following her retirement, she continued her interest with the "Joyce M. Huggins Early Education Center" at Fresno State University. This program continues to provide child-care for University students and serves as a demonstration teacher-training center. Joyce maintains her interest in what is happening in OMEP as well as in the field of early childhood education. Joyce commented, "While not directly involved today in OMEP, my interest continues. My days at the age of 88 are focused on community work and family life."

Dr. Richard Feldman 1992-1994

Dick had been introduced to the work of OMEP initially through contact with Evangeline Ward of Temple University with whom he had worked on early childhood issues.

After accompanying Gordon Klopff to Great Britain on 73 professional visits examining educational issues- the same and parallel to those being worked on in the United States-Dick became intrigued with the international work

of OMEP. His wife, Matti, also a professional educator, had been a protégé of Laura Dittman. Laura, and her husband Alan, had been very active in OMEP-USNC and Alan had served for many years as OMEP-USNC Treasurer. It was through Matti's friendship with the Dittmans that, in the early 1970's, Dick attended some OMEP sponsored meetings in Washington, D.C., that had been organized by Laura Dittman. (Dick feels strongly that Alan and Laura were strong and active voices for OMEP and that significant continuity of effort was lost with their passing.)

Dick became actively involved with the USNC hosting of the OMEP World Conference in Mesa, Arizona, in 1992. Over 50 nations sent representatives and the entire conference was a notable success. He feels that the World Conference held in Arizona and the continuing work representing OMEP at the UN are hallmarks for his presidency.

At present, Dick has withdrawn from active OMEP work due to increasing professional and personal obligations.

Dr. Leah Adams Presidency (1994-1997)

At the invitation from a colleague, she joined OMEP-USNC. (At that time, OMEP took new members by invitation of a current member) She joined in the 1970's, prompted by a NAEYC colleague who "wanted me to be active in OMEP".

Leah says she was less interested in the early childhood field, than in what specifically was going on in OMEP-USNC. "I needed to pull the organization back together again as too many members were disenfranchised or put off or angry about this or that or the other." Leah describes her greatest accomplishments during her presidency as being an effective administrator, "We kept going: increased membership, large well-attended NAEYC seminars, and well-planned programs at ACEI breakfasts, on-time newsletters". Other key points of her term include revising the By-Laws and presenting an award to Bright Smiles, Bright Futures Program. Leah notes she pro-

moted USNC visibility at the World Council and provided on-time reports.

She views the International Symposium on Early Childhood and Care in the 21st Century in July 1999 as her greatest accomplishment. Along with Sue Wortham, President of ACEI and the OMEP World President, they coordinated this first time international event. Leah notes, "Bringing that off was probably the biggest accomplishment of my professional career." She also set up and maintained a website: www.eced21.org, which continues. "When I was on the World Executive Committee and serving as the Past President of USNC, I tried to hold a 2nd Symposium in 2002, but because of limited resources, people and money, we weren't able to have it." Since being president, Leah has been on the OMEP World Council as the Vice-President of North America and the Caribbean. She serves on editorial boards, gives conference presentations and does some writing.

Leah comments that many people work very hard just to keep USNC alive. They are unable to raise membership high enough to be finally (financially) secure and to have a secure future. "There is just too much competition from other organizations in terms of services offered". Leah states that different countries have different organizational needs and agreements among nations are difficult to develop. Further communication is difficult and resources are limited. And finally there are variations among national groups in how much time members spend together.

Dr. Jerry Aldridge Presidency (1998-2000)

Jerry credits the following mentors who influenced his professional development and involvement with OMEP-USNC: "An incredible woman, a UAB colleague and UAB mentor named Anne Eddowes, "convinced me to join OMEP. George S. Morrison, Richard Feldman and Leah Adams, "I am grateful to each of these for their contributions to my career and to OMEP-USNC."

Dr Aldridge describes his involvement, key activities and greatest successes accomplished during his term with OMEP-USNC,

"In 1994, G. Morrison was unable to finish his term as OMEP representative from Region VI (southeastern U.S.) and I agreed to finish the term. Leah Adams "convinced me to run for President... I was honored and humbled...."

I served as President-elect in 1997, President 1998-2000, and Past President 2001-2002. "In conjunction with the 1998 board meeting in Birmingham, OMEP-USNC held a mini-conference, "Working with Children from Around the World in Our Own Backyard." Many board members presented.

An event for which I was NOT responsible was the joint OMEP and ACEI International Symposium held in Switzerland. Leah Adams and Sue Wortham were the major players in this endeavor." (This event occurred during his term)

Analysis of Professional Influences on Involvement in OMEP-USNC

One common theme that appears to have influenced the president's active involvement in OMEP-USNC is mentors. Joyce Huggins credits her participation to these mentors; Amy Hoestler, Dr. Mary Lane, Docia Zavitokovsky, Dr. Lilian Katz and Dr. Stella Grevasio. Richard Feldman's mentors were Gordon Klopf, OMEP's representative to the United Nations, and Laura and Alan Dittman two very active members of OMEP-USNC. Lilian Katz's mentors were Dr. Joyce Huggins and Dr. Alma David. Leah Adams was invited by a colleague to join USNC-OMEP, which was the OMEP-USNC membership policy in the 1970's. Several members convinced Jerry Aldridge to join OMEP-USNC. He is grateful to Anne Eddows, George Morrison, Richard Feldman and Leah Adams for their mentoring. Many of the past presidents reached out to involve future leaders.

Key Activities that Occurred During Administrations

During Lilian Katz's presidency, she describes Head Start as having a major impact on the lives of children and the families it served. She and Evangeline Ward were also part of the team that developed the CDA (Child Development Associate) program for which there were also great hopes.

Dr. Huggins refers to the conflicts that intensified in early childhood education during her presidency. She notes that the publicity and research, which focused on the effective work of Head Start programs, dramatized differences in educational philosophy and method, in working with young children.

Successes and Struggles during Presidency

A common example that presidents viewed as their successes were international and regional conferences that occurred during their terms. Dick Feldman cites the OMEP World Conference held in Mesa, Arizona in 1992 as a hallmark of his presidency. Leah Adams views the coordination of the first International Symposium on Early Childhood and Care in the 21st Century in July 1999 in conjunction with ACEI as one her key successes in her involvement with OMEP. This event occurred during Jerry Aldridge's presidency and he also considers this a major success during his term. He further relates a mini-conference that he coordinated, "Working with Children Around the World in Our Own Backyard", as an accomplishment during his presidency.

In a letter written to the board members in 1981, Evangeline H. Ward shares her excitement about the Board Meeting: "Your Board is on fire! We wish you could all have been present in Biloxi this past spring at the OMEP-USNC Governing Board meeting to see the igniting of our shared enthusiasm."

Joyce Huggins considers these key activities as her successes during her presidency: (1) editing a regular newsletter, (2) members volunteering as hostesses for foreign OMEP visitors, (3) publicizing OMEP activities through exhibits, (4) selling OMEP informational materials, (4) establishing an OMEP archives at Indiana State University and (5) initiating the “Share a Book” program.

Leah Adams describes her greatest accomplishments during her presidency as being an effective administrator, “We kept going; increased membership, planned well attended meetings and promoted visibility at the World Council.”

Lilian Katz notes that during her presidency there were many frustrations due in part to lack of a central staff, no clear agenda, the membership was small and scattered and she had personal professional demands.

Dick Feldman’s thoughts on the future of OMEP-USNC provide insight to the past and suggestions for the future; Dick states that the aging membership and failure to attract younger members is a constant worry. The student program in California is an exciting exception to this trend. He feels that the USNC needs a stronger role in board meetings at the international level where basic policy decisions are made. Local groups need more direction from the national level and greater participation in decision making.

Regions as they now stand are too far flung to create cohesion and some effort should be made to create new or secondary sub-structures which might provide smaller, but more appropriate centers of meetings and activities.

The newsletter needs a more vibrant tone to attract and hold readers and funding of local activities is a constant concern. It is Dick’s feeling that if some of these problems of long standing duration can be dealt with, if only one at a time, there is hope for the future of OMEP-USNC and its continuance as a strong force for early childhood issues worldwide. In a country where there is such a strong early childhood organization, NAEYC, OMEP will have to work harder to define itself in an expanding international arena.

Past and Present Issues

The past presidents have not only been leaders in OMEP-USNC, but have also been leaders in the field of early childhood education. These leaders have achieved success in reaching many of the goals of OMEP-USNC and have struggled with many problems that continue today. These same concerns include: (1) gathering and disseminating information about the needs and issues concerning children worldwide, (2) promoting the values of cultural awareness and cultural diversity and identifying international issues, and (3) focusing awareness on the Convention on the Rights of the Child. The struggles are also the same regarding increasing membership and meeting financial needs.

In order to be a leader one must have followers. To quote Lao-Tzu,

“Of the best rulers
The people
(only) know that they exist;
The next best
they love and praise;
The next they fear;
And the next they revile.

When they do not
command the people’s faith,
Some will lose faith in them,
And then they resort to oaths!
But (of the best) when their
task is accomplished,
their work done,
The people all remark,
“We have done it ourselves.”

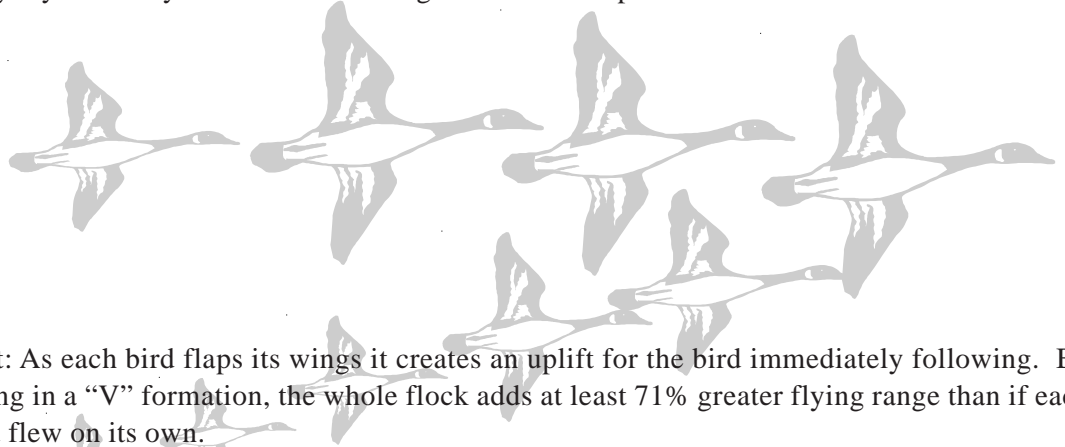


-From The Wisdom of Lao-tse, trans. and ed. Lin Yutang, chapter 17
p.114, 1948.

Is this not the goal of a good parent or educator to have those who they lead believe that they have done it themselves?

Lesson From The Geese

In the fall when you see geese heading south for the winter flying along in a “V” formation, you might be interested in knowing what science has discovered about why they fly that way. The teamwork of geese is an example for humans.



Fact: As each bird flaps its wings it creates an uplift for the bird immediately following. By flying in a “V” formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Fact: Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

Lesson: There is strength and power and safety in numbers when traveling in the same direction with those with whom we share a common goal. If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go.

Fact: When the lead goose gets tired, he rotates back in the wing and another goose flies point.

Lesson: It pays to take turns doing hard jobs and sharing leadership—people, as with geese, are interdependent with each other.



Fact: The geese honk from behind to encourage those up front to keep up their speed.

Lesson: We all need to be remembered with active support and praise. We need to make sure our “honking” from behind is encouraging, not something less helpful.

Fact: When a goose gets sick or wounded and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until the crisis resolves, and then they launch out on their own or with another formation to catch up with their group.

Lesson: We must stand by each other in times of need. If we have as much sense as the geese, we will.

New System to Protect Children in Conflict

United States, Canada and Africa; United Nations to Monitor Use, Abuse of Child Soldiers

Africa News

July 26, 2005

United States Department of State

Deeply concerned over the continuing use of child soldiers, the U.N. Security Council set up a system for monitoring, reporting on and punishing groups or nations who abuse or use children in wars. Olara Otunnu, U.N. special envoy for children and armed conflict, said that “for the first time, the U.N. is establishing a formal, structured, and detailed compliance regime of this kind. This brings together all the key elements we have been developing in the last few years to ensure accountability and compliance on the ground.”

“It is the first time saying it is not enough to condemn. It isn’t enough to have rules and standards and resolutions and conventions. We must set in place a system that can deliver on compliance,” Otunnu said. Reminding nations of their responsibility “to end impunity and to prosecute those responsible for genocide, crimes against humanity, war crimes and other egregious crimes perpetrated against children,” the Security Council instructed Secretary-General Kofi Annan to set up “without delay” a mechanism “to collect and provide timely, objective, accurate and reliable information on the recruitment and use of child soldiers in violation of applicable international law and on ot.

In addition to recruiting child soldiers, the crimes include killing and maiming of children, rape and other sexual violence, abduction and forced displacement, denial of humanitarian aid to children, attacks against schools and hospitals, trafficking, forced labor, and all forms of slavery.

The resolution, adopted unanimously, sets up monitoring in Burundi, Cote d’Ivoire, Congo Republic, Democratic Republic of the Congo, Somalia and Sudan. The monitoring is expected to expand in 2006 to Colombia, Myanmar, Nepal, the Philippines, Sri Lanka and Uganda.

The mechanism will monitor violations by both governments and insurgents. National institutions, nongovernmental organizations and U.N. peacekeeping missions are also to participate in the process, the council said. The secretary-general is to report to the Security Council and General Assembly; however, other U.N. bodies may also consider the reports.

<http://allafrica.com/stories/200507270120.html>

As reported by the Peace and Justice Studies Association (PJSA), a non-profit organization that was formed in 2001 as a result of a merger of the Consortium on Peace Research, Education and Development (COPRED) and the Peace Studies Association (PSA). Both organizations provided leadership in the broadly defined field of peace, conflict and justice studies.

PJSA is dedicated to bringing together academics, K-12 teachers and grassroots activists to explore alternatives to violence and share -visions and strategies for social justice and social change. PJSA also serves as a professional association for scholars in the field of peace and conflict resolution studies.

For more information, go to:

<http://www.peacejusticestudies.org>

U.N.



"It is not enough to condemn. It isn't enough to have rules & standards & resolutions & conventions. We must set in place a system that can deliver on compliance."

Recommended Reading & Resources

World Playground Multicultural Activity Kit: A Musical Adventure for Kids. New York: Putumayo World Music, 1999. 1 sound disc (41 min.) Takes children on a musical and cultural journey around the world with activities and songs from Senegal, Bolivia, Jamaica, Australia, Canada, the U.S., Greece, France, Congo, Brazil, Israel/Ethiopia. ISBN 1587590468

Magic Capes, Amazing Powers: Transforming Superhero Play in the Classroom. St. Paul, MN: Redleaf Press, 2004. 208 pages. Understanding young children's superhero play and adult views on superhero play; setting the stage for and supporting superhero play; creating stories for superhero play; fostering heroism; working with families and staff. ISBN 929610475

Children's Food Pyramid. 2005. Based on MyPyramid by the USDA Center for Nutrition Policy and promotion, www.mypyramid.gov. Colorful depiction of food groups and allowances in cups and ounces to define portions. Recommended activity levels to match caloric intake. Available at www.learningzoneexpress.com or phone 1-888-455-7003. ISBN 1-57175-091-6

Getting Your Message Across. Joseph Walter & Rae Latham. Beaverton, OR: Educational Productions, 2002. 1 videocassette (35 min.) + trainer's guide. Viewers discover how baffling it is to try to understand simple messages in another language, especially when it is spoken with little affect and no other cues. Nonverbal communication strategies that help convey meaning are added, and viewers learn how helpful they are to children who are just learning English. Strategies demonstrated include: animated facial expressions and body language, using gestures and visuals, and modeling.

Too Much Too Late: Life Chances and Spending on Education and Training. Vidhya Alakeson. March 2005. Despite unprecedented levels of investments, education has failed to break the link between attainment and family background. This will not change significantly as long as the pattern of spending on education and training continues to offer a far greater public subsidy to tertiary than preschool education. Based on strong evidence of the contribution of early education to improvements in school attainment, the report proposes a reallocation of spending in the medium term in favor of children under five. Published by the Social Market Foundation, "an independent think tank, exploring ideas that link the state and the market to create a more just, free and prosperous society." Entire report available at: <http://www.smf.co.uk/index.php?name=UpDownload&req=viewdownload&details&lid=126>

How Children are Doing: The Mismatch Between Public Perception and Statistical Reality. July, 2003. Report; Research brief. Three polls to assess public perceptions of child well-being, were conducted by Child Trends in collaboration with the Annie E. Casey Foundation, and then the poll results were compared to current statistics to see how well the public is informed. It was found that the public is not well-informed, holds many negative perceptions of the status of children, and is largely unaware of recent progress. In addition, they assessed how the public's understanding of sampling error has changed over time. Available in PDF format or to purchase (\$5) at <http://www.childtrends.org/store/prodpage.cfm?CategoryID=1> and as a research brief at http://www.childtrends.org/catdisp_page.cfm?LID=141

November 17-20, 2005
Santo Domingo, Dominican Republic
**World Association of Non -Govern-
mental Organizations (WANGO)**
**Conference Theme: “The Role of
NGOs in Creating a World Fit for
Children”**

NGO representatives from throughout the world will gather with prominent international and national leaders from the inter-governmental, governmental, and for-profit sectors who share an interest in helping NGOs accomplish their vital tasks. The Conference will deal with how to eliminate the threats faced by millions of children in the world today. Children are our future, and by investing in them, we can create a stronger, healthier world. For more information and on-line registration, got to: <http://www.wango.org/2005/>
<http://www.waece.org/ingles/index.html>

August 7-11
Tromsø, Norway
**The OMEP 2006 World
Assembly**

**Proposals for conference presenta-
tions are due by February 1, 2006
and the reduced registration rate is
in effect until May 1.**

**Detailed information
about the event is at
www.omep.no**

May 15 – 18, 2007
Kuala Lumpur, Malaysia
2007 World Forum on Early Care and Education

To view a dramatic announcement of the 2007 World Forum, cosponsored by Child Care Information Exchange magazine, go to: http://ccie.com/wf/wf2007/welcome_video.php
Over 750 early childhood professionals from over 70 nations are expected to attend.

February 3, 2006
New York, NY
**The Committee on Teaching About the UN
(CTAUN) Annual Conference**
Theme: The Global Challenge of Water

It is one thing to tour the UN and quite another to attend a conference on February 3, 2006. The Committee on Teaching About the UN (CTAUN) is holding its annual conference for educators from every discipline and level. The Global Challenge of Water is the compelling conference theme.

Interested members should go to the conference website at <http://www.ctaun.org> and click on “Conferences” for further details. The deadline for registering for the conference is Wednesday, January 18, 2006. In one sense, the conference seems to be “a long way off”. However, last minute registration is not possible because of UN security requirements.

If a member already knows that attending the conference is impossible, it would be beneficial and useful to browse several UN on-line resources. Specifically in terms of the conference theme, members are encouraged to review the UNESCO Water Portal. <http://www.un.org/issues/m-water.asp>

For a wide range of sources members are urged to browse the CyberSchoolBus website, <http://www.un.org/cyberschoolbus> The site is a terrific resource for teachers to learn about issues and resources for themselves as well as for their students.



International Conferences

Early Childhood Education Conference in New Zealand

The President of the New Zealand Chapter of OMEP (World Organization for the Education of Young Children) extends a particular invitation to American early childhood professionals to attend the upcoming international OMEP conference in Wellington, New Zealand, December 2-3, 2005.

Jayne White says, "We WELCOME all Americans (and anyone else besides!). The more the merrier!! There are 4 conferences in a row that you could enjoy- starting with the indigenous conference in Hamilton, followed by the OMEP Conference in Wellington, followed by the Childforum in Dunedin, followed by the NZ Council of Educational Research Conference also in Dunedin. Visitors can see the whole country and be challenged by several conferences at once (or just take in the OMEP one!)." OMEP-New Zealand is even offering free lodging to OMEP members as far as possible.

This sounds like a wonderful opportunity to see a beautiful part of the world while networking and glean new knowledge of the early childhood years.

"The 2005 Asia-Pacific Conference of OMEP will be held during 2-3 December 2005, at Victoria University, Wellington, New Zealand. The Conference focuses on the education and care of 0-3 year old infants, toddlers and young children throughout the Asia-Pacific region and beyond. The Conference has been developed to support the 0-3 year old workplan of OMEP International. The status of our youngest citizens will be explored through a range of speakers, papers and workshops that will examine aspects of community, culture and curriculum within diverse socio-political contexts." To read more, go to www.vuw.ac.nz/omep2005

Professional Development Opportunities

Puerto Rico, June 18-July 2, 2006

(Deadline Jan 20, 2006)

Join together with teachers in Puerto Rico to explore their island. Visit subterranean caves, tropical rainforests, and marine ecosystems while experiencing the beautiful culture of Puerto Rico. Gain firsthand field experience with fascinating mangroves, endangered species, native *coqui* (tree frogs), and bioluminescent bays. Develop rich relationships with educators overseas and exchange teaching methods through excursions and workshops.

Program Details: 3 graduate credits (1 online prior to traveling and 2 while in Puerto Rico), airfare, food, lodging, entrance fees, and transportation. Valued at \$3,000 but offered to teachers for \$2,000 (Depending on current rates and airfares)

Application: 10 educators from the mainland USA and 10 educators from Puerto Rico will be selected for participation based on a first come first serve basis. Science, Social Studies, Spanish teachers, or any teacher interested in cultural issues related to the environment are encouraged to apply.

<http://www.uwsp.edu/cnr/wcee/get/puertorico.asp>

South Africa, June 18-July 9, 2006 (tentative)

Travel to the horn of Africa with fellow teachers to learn about South Africa and meet teachers in environmental and sustainability education. Gain firsthand experience with schools, non-profit organizations, and government programs devoted to the protection of the environment. Develop rich relationships with educators internationally and exchange teaching methods.

Program Details: 3 graduate credits (1 online prior to traveling and 2 while in South Africa), airfare, food, lodging, entrance fees, and transportation. Valued at \$6,000 but offered to teachers for \$4,000 (Depending on current rates and airfares)

Application: 10 educators from the USA and 10 educators from South Africa will be selected for participation based on a first come first serve basis. Teachers of science, social studies, or cultural issues related to environmental education are encouraged to apply.

<http://www.uwsp.edu/cnr/wcee/get/southafrica.asp>

**Children Color the World
at the
WANGO Annual Conference 2005:
The Role of NGOs in Creating a
World Fit for Children**

The Secretariat of the World Association of Non-Governmental Organizations calls for submissions of children's art for an art exhibit at the WANGO Annual Conference 2005, November 17-20, in Santo Domingo, Dominican Republic.

Purpose:

Though it may be difficult to assemble children of the world for our conference, WANGO still wishes to allow their voices and hearts to resonate throughout the conference. We believe that communication through art, a non-verbal medium, can move the hearts of all participants and allow them to see the world through the eyes of children, the protagonists of the conference. In harmony with WANGO's effort to give them a presence at our conference, an exhibit of children's art will be prepared for the conference.

Theme:

Visual interpretation of "The World I Want to Live In."

Eligibility:

Any child or youth throughout the world, up to and including age 18, can submit their art to:

International Children's Art Exhibit
155 White Plains Rd. Suite 205
Tarrytown, NY 10591
USA

For more information please contact:

Misook Kim, International Children's Art Exhibit
Chair at email: misook@wango.org

Phone: 914-631-8990;

Fax: 631-8993.

Please, visit <http://www.wango.org/2005/childrenexhibit.aspx>

Position Description

**Facilitators Needed for
NAEYC Online Interest Forum
"Children's Global Issues"**

A wonderful opportunity is open for OMEP members to facilitate conversations with early childhood professionals around the world regarding issues impacting children and families everywhere.

Requirements:

- Must be a current NAEYC member
- Must be able to devote about one hour per week to facilitating and maintaining online conversations every third month

Duties include:

- adding e-links to international activities
- facilitating online discussions
- setting regular chat room times for small group discussions maintaining regular e-contact with members
- facilitating one face-to-face meeting each year at NAEYC work with 2 other facilitators and rotate duties every third month

For more information, contact:

Gwendolyn Coe

University of Wisconsin-Platteville

Address: 1 University Plaza
Platteville, WI 53818

Phone: (608) 342-1294 Office
(608) 348-9205 Home

Fax: (608) 342-1133

E-Mail: coe@uwplatt.edu

Opportunities





OMEP-USNC and NAEYC Co-Sponsor the Second International Early Childhood Film Literacy Festival at NAEYC Annual Conference

That title too long? Think Look! Listen! Learn! and join colleagues at the 2005 NAEYC Annual Conference in Washington, DC, for a six-hour film festival on Thursday and Friday, December 8 and 9, 9:00 AM to 12 noon.

A panel of children's film experts will highlight this year's film festival. The panelists will share thoughts about using film and brief clips from one of their favorite children's films. Confirmed panelists are Jinny Goldstein, Washington, DC, formerly with PBS, Joanne Cantor, Madison, WI, Professor Emerita from UW Dept. of Arts & Communication, and Diane Levin, Professor of Early Childhood Education, Wheelock College, Boston, MA. The panel will convene on Friday, December 9, from 9:00 AM – 10:15 PM. The location will be announced in the NAEYC Final Program.



Gwen Coe, Carol Darcy, Lita Haddal and Edna Ranck, OMEP-USNC and NAEYC members and the film festival team, are committed to helping colleagues select and use films for and about children in a global environment. The team is working to expand the national involvement in print literacy to include a range of available screen technologies. Once again, the team will locate and share information about available films. Handouts will be included in the presentation.

Over 200 NAEYC conference participants eagerly received last year's introductory film festival that featured films about children's rights, child development, and shared values through commercial films.

Details about the film festival will appear in the NAEYC Final Program. Initial plans are described in the Preliminary Program, page 18. For more information, contact Edna Ranck at edna.ranck@verizon.net or at 202-333-4146.

**OMEP-USNC Activities at NAEYC
Washington, DC- Fall, 2005**

Date	Time	Activity	Place	Contact Person
Wed, Dec. 7	5:00-9:00	OMEP-USNC Board Meeting	Renaissance Room 17	Gwen Coe
Thur, Dec. 8	9:00-12:00	Look! Listen! Learn! Second International Film Festival	Grand Hyatt Lafayette Park	Edna Ranck Carol Darcy
Thur, Dec. 8	1:30-3:30	Turkish Education System Dr. Tulin Guler Dr. Gelengul Haktanir President, Turkish National Committee of OMEP	Grand Hyatt Lafayette Park	Gwen Coe
Thur, Dec. 8	3:30-5:00	OMEP-USNC Members Meeting	Grand Hyatt Lafayette Park	Gwen Coe-President Carol Darcy-Vice President Susan Miller-Secretary
Thur, Dec. 8	5:30-7:00	Festival of Organizations	Convention Center	Dorothy Sailor
Thur, Dec. 8	5:30-7:00	“Children’s Global Issues” – Interest Forum www.naeyc.org/community	Renaissance Room 8-9	Carol Darcy Amy Lin Tan Lita Haddal Kate Kolchin
Fri, Dec. 9	9:00-12:00	Look! Listen! Learn! Second International Film Festival 9:00-10:15 Distinguished Panel with video clips	Grand Hyatt Lafayette Park	Gwen Coe Edna Ranck Lita Haddal
Fri, Dec. 9	11:00 – 5:00	History Seminar	Grand Hyatt	Edna Ranck
Fri, Dec. 9	5:30-6:30	Global Alliance Reception	Grand Hyatt	Karen Hughes-NAEYC
Fri, Dec. 9	6:00-7:00	OMEP-USNC International Coffee Hour & Poster Session	Renaissance Room 15	Gwen Coe Johnetta Morrison Lita Haddal

Rooms are subject to change-Consult Final Program

**December 7-10, 2005
NAEYC Annual Conference
Washington, DC**

**Online information & program:
www.annualconference.naeyc.org
NAEYC registration:
1-800-214-5092
Conference questions:
1-800-424-2460**

Check your conference program for sessions on international issues and those conducted by OMEP colleagues!



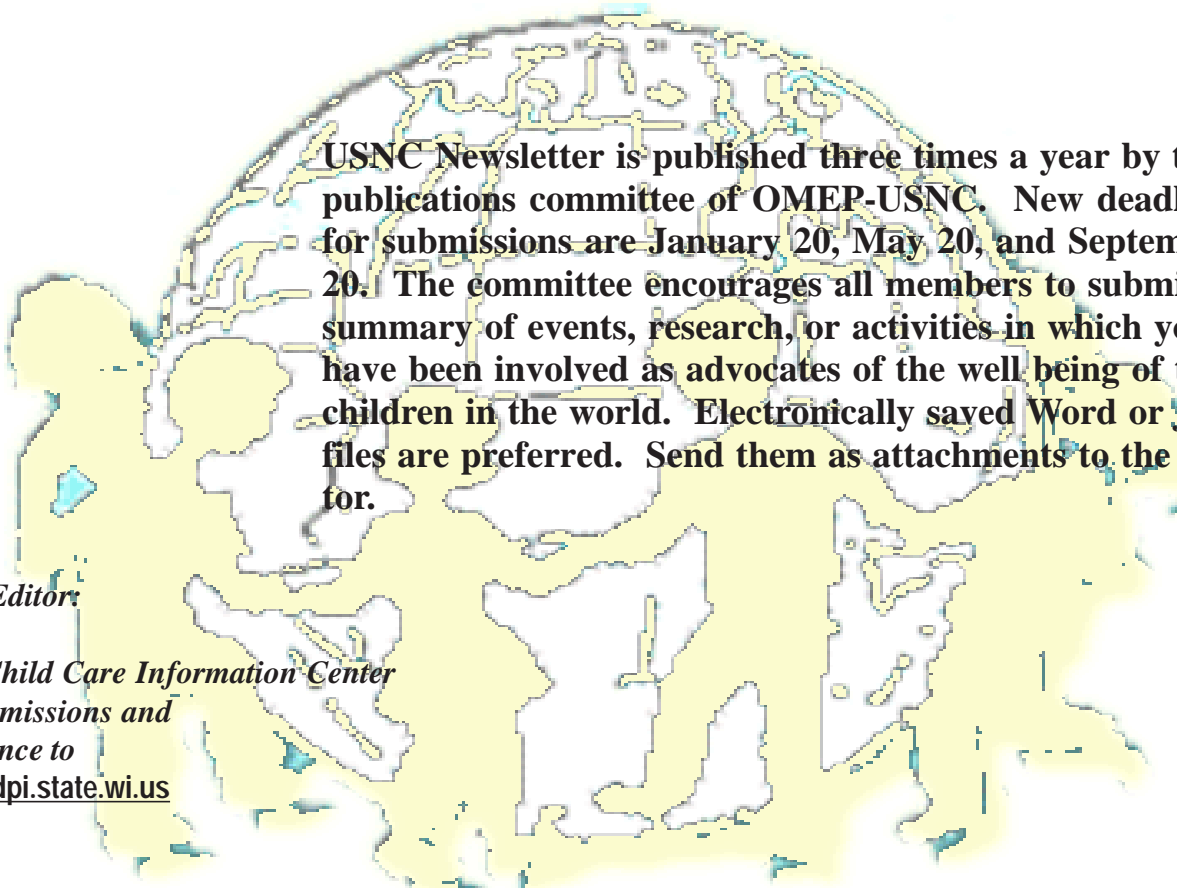


OMEP - U.S. National Committee
A Unit of Organization Mondiale pour l'Education Préscolaire
World Organization for Early Childhood Education
c/o Dr. Gwen Coe
225 Washington Street
Platteville, WI 53818

Postage

Mailing Address

Publication Information

A background graphic featuring a globe with yellow silhouettes of children holding hands around its base.

USNC Newsletter is published three times a year by the publications committee of OMEP-USNC. New deadlines for submissions are January 20, May 20, and September 20. The committee encourages all members to submit a summary of events, research, or activities in which you have been involved as advocates of the well being of the children in the world. Electronically saved Word or jpg. files are preferred. Send them as attachments to the editor.

Newsletter Editor:
Lita Haddal
Wisconsin Child Care Information Center
Send all submissions and
correspondence to
lita.haddal@dpi.state.wi.us